DOCUMENT RESUME

ED 080 706 VT 020 990

TITLE	The Kansas Guide for Career Education. Continuous Development: Kindergarten through Adult.
INSTITUTION	Kansas Advisory Council for Guidance and Pupil Personnel Services, Topeka.; Kansas State Dept. of Education, Topeka.
SPONS AGENCY	Missouri Univ., Columbia.
PUB DATE	73
NOTE	26p.
AVAILABLE FROM	Kansas State Department of Education, Kansas State Education Building, 120 East 10th Street, Topeka, Kansas 66612 (no price quoted)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Education; *Career Education; Developmental Programs; Elementary Grades; Guidelines; *Guides; Integrated Curriculum; Manuals; Models; Post Secondary Education; Secondary Grades; State Curriculum Guides; *State Programs; Statewide Planning
IDENTIFIERS	*Kansas

ABSTRACT

This handbook, developed by educators in Kansas working in career education programs is a guide for local school districts in integrating career education into the existing curriculum. The 20-element Kansas model is based upon four components of self, work, leisure, and resources. The objectives of awareness, orientation, exploration, selective formulation, and action are examined within each component and a step-by-step outline is given of four procedures necessary for organizing, implementing, and managing a developmental career education program. An appendix includes a bibliography, a glossary of terms, and a graph of the U.S. Office of Education's Occupational Clusters. (MU)

ED 080706

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

the Kansas Guide for Career Education

CONTINUOUS DEVELOPMENT: KINDERGARTEN THRU ADULT

Kansas State Department of Education
Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

VT 020 990

FILMED FROM BEST AVAILABLE COPY

FOREWORD

The term Career Education has come to the attention of persons at all levels of the educational process in recent years. The U. S. Office of Education has indicated that the implementation of Career Education is among the top priorities for consideration by educational leaders.

The State-Wide Goals for Kansas were adopted in the summer of 1972. Three of these goals support the concept of Career Education and advocate the need to embrace the Career Education concepts in Grades K-14.

The Kansas State Board of Education, believing in the concept of Career Education, adopted a position paper on Career Education in January 1973. This paper sets forth the role of the State Department of Education relative to Career Education. One of the activities indicated by the position paper is the development of materials to provide assistance in adopting the concepts of Carecr Education into curriculum at the local setting.

This Kansas Guide for Career Education, developed by Kansans working in Career Education programs presents and defines one model for Career Education. This document will provide local school districts with a conceptual framework to guide them in integrating Career Education into the existing curriculum.

C. Taylor Whittier
Commissioner of Education

ACKNOWLEDGMENTS

Development of this Handbook

The development of this handbook is the result of a commitment made by the State Commissioner of Education when he agreed to send representatives to a National Conference on Career Development, Guidance, Counseling, and Placement sponsored by the U. S. Office of Education, through a contract with the University of Missouri - Columbia. The conference was held at St. Louis, Missouri, January 10 through January 13, 1972. Following the National Conference, a prospect proposal was drawn up charging the State Advisory Council for Guidance and Pupil Personnel Services with the responsibility of producing a state handbook. The project has been funded by the Division of Vocational Education and the Career Development, Guidance, Counseling, and Placement Project, University of Missouri - Columbia. A committee, appointed as an "Ad Hoc" committee of the State Advisory Council for Guidance and Pupil Personnel Services, was the result of the charge. The following people participated in the production of the guide:

*Dr. Donald R. Bloss (Comm. Chrmn)
Fort Hays Kansas State College
Hays, Kansas

J. Lester Hooper
McKinley Elementary School
Clay Center, Kansas

*Mary Ashby
Career Education Program
Lawrence, Kansas

Dr. Bert Caruthers
Unified School District 500
Kansas City, Kansas

Dave Clapsaddle
Wichita State University
Wichita, Kansas

Deanne Coward
Liberal AVTS
Liberal, Kansas

Lindley Cox
Wichita AVTS
Wichita, Kansas

Vivian Janne
Unified School District 500
Kansas City, Kansas

Gary Jarmer
U. S. A. - V. E.
Hill City, Kansas

Mary W. Kosier
Career Education Program
Newton, Kansas

Harry Moos
Hill City High School
Hill City, Kansas

*Dr. Margery Neely
Kansas State University
Manhattan, Kansas

*Nancy L. Garland
Career Education Program
Lawrence, Kansas

*Gary L. Duncan
Unified School District 259
Wichita, Kansas

Larry Devane
Kansas State University
Manhattan, Kansas

**Richard E. Nelson
***University of Missouri
Columbia, Missouri

Glen Rask
Kansas State University
Manhattan, Kansas

*Dr. Richard M. Rundquist
University of Kansas
Lawrence, Kansas

***Dr. Earl Moore
University of Missouri
Columbia, Missouri

Ron Walz
North Central Kansas AVTS
Beloit, Kansas

*Charles Nicholson
State Department of Education
Topeka, Kansas

***Dr. Norman Gysbers
University of Missouri
Columbia, Missouri

Wilbur Rawson
State Department of Education
Topeka, Kansas

**Barbara Hartman
State Department of Education
Topeka, Kansas

Thomas C. Henley
State Department of Education
Topeka, Kansas

Writing Committee members
**Project Coordinators – State Department of Education*
****Project Consultant*

TABLE OF CONTENTS

Foreword

Acknowledgments

Table of Contents

		Page
Part I	**Career Education**	
	What is *Developmental* Career Education?	1
	Why We Need *Developmental* Career Education	1
	The Kansas Model for *Developmental* Career Education	1
	Career Components	3
	Process Phases	3
	Summary	4
Part II	**Career Components and Process Phases**	
	Self	5
	Definition of Self	5
	Goals for Self Development	5
	Process Phases	5
	Process Phase Objectives	7
	Work	8
	Definition of Work	8
	Process Phases	8
	Graphic Summary	9
	Process Phase Objectives	13
	Leisure	14
	Definition of Leisure	14
	Work and Leisure Are Related	15
	Process Phase Objectives	16
	Resources	17
	Definition of Resources	17
	Resources As the Vehicle	17
	Process Phase Objectives	17
Part III	**Organizing, Implementing, and Managing Career Education**	19
Bibliography		21
Appendix A – USOE Occupational Clusters		22
Appendix B – Glossary of Terms Used		23

Part I

CAREER EDUCATION

Career education is a term which describes a new focus for education. It provides a point of departure for organizing educational experiences for all individuals to meet his or her needs for today and tomorrow.

Career education is not another name for vocational education or for academic education, but integrates both. It does not replace traditional subjects nor should it be considered as a separate subject. It is intended that educational personnel at every level should integrate and emphasize the four areas of self, work, leisure, and resources in their programs. The content of career education has the potential to serve as their program organizer.

Although career education is a new term, it does have an evolutionary history. Many concepts presently embodied in career education have been advocated previously at some point in American education. Career education is a synthesis of ideas which have historical perspective but focus on the future.

What Is *Developmental* Career Education

The term, career education, is used in general for both the career education program and the effects of the program on individuals. To emphasize the developmental characteristic of the effects on individuals—awareness→orientation→exploration→selective formulation→action→career integrating self, work, leisure, and resources—the term, *developmental* career education, is used in this Guide.

Developmental career education is a concept involving processes beginning early in an individual's life and continuing throughout the adult experiences. While *developmental* career education is seen as a life-long series of processes, this handbook will deal primarily with *developmental* career education as it applies to students entering the formal educational system and continuing through high school, post-high school, and adult education programs.

Developmental career education is designed to help individuals in gaining a knowledge of the four career components (self, work, leisure, resources), to assist them in setting life goals for career planning and decision-making, to assist them in translating a self-concept into career terms and to enhance the individual's self-concept in relation to the work world. *Developmental* career education will help students to investigate life styles in order to establish value systems consistent with their life goals. Through *developmental* career education students will be able to examine alternatives and use resources to make those decisions *that must be made* based on the broadest possible foundation of knowledge about themselves and their environment.

Why We Need *Developmental* Career Education

In our lifetimes the society we know has undergone substantial change. The work world in particular has undergone dramatic changes both structurally and occupationally. The result has been a highly complex society in which knowledge has progressed geometrically while ability to assimilate or even keep abreast has lagged far behind. Youth have found themselves in the position of having access to more and more information and knowledge, but the ability to understand the occupational world and their relation to it often is diffuse and distorted. Many of our youth suffer from occupational illiteracy.

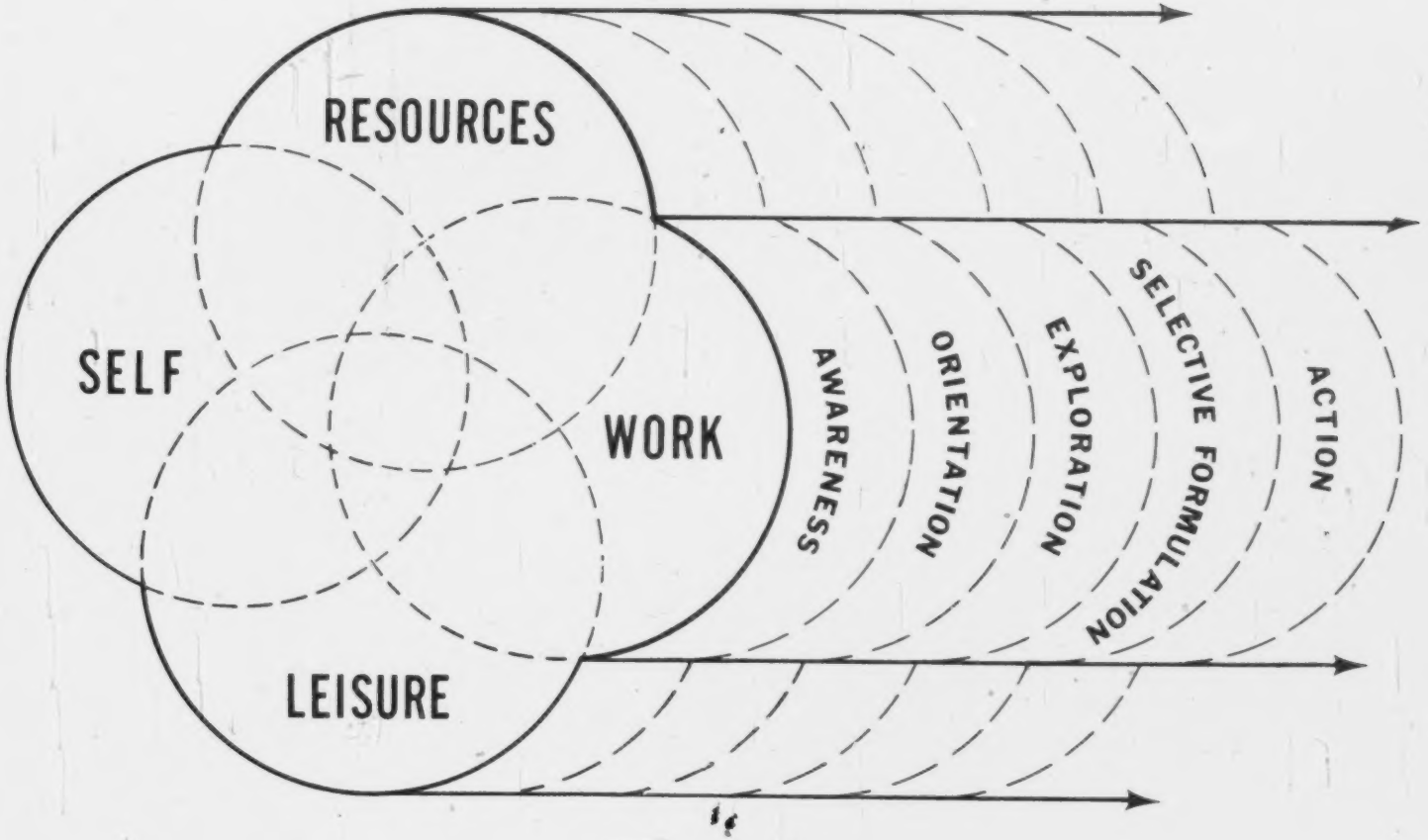
School based programs to soften the effects of these conditions have been suggested and in many cases implemented. In summarizing available research, Hoppock (1967) suggests that these programs tend to increase the knowledge of students concerning the work world, subsequent job satisfaction, and reduce unemployment. And yet, even with this positive evidence concerning the possible impact the programs can have, they generally have not become an accepted part of the educational program in our nation's schools.

The Kansas Model for *Developmental* Career Education

In the sections to follow, the Kansas Model (See Figure 1) will be presented in detail. A brief overview will trace the objectives of the Model and define its elements. The title of the Career Components will each identify a major area that serves as a tool. These tools enable educators to provide direction for building skill on the part of the individuals served. Following

Kansas Model for *Developmental* Career Education

Individual's Lifetime Career involves:



from

Kindergarten to Adult to Retirement

Figure 1.

some general comments about these Career Components, a separate section for each will be devoted to further explanation. Each component is made up of Process Phases. A particular phase in a particular component is one element. These elements will be described in the later sections.

First, the Model is applicable to any age individual, no matter where he is in his career.

Second, the Kansas Model is based upon developmental theory, recognizing that an individual may be ready for different Process Phases within the four Career Components. Yet, in spite of the fluid status of the individual and of the world of work, the Kansas Model permits integration of self, subject matter, skills, environment, and extracurricular activities from pre-school years throughout adult life.

Third, the Kansas Model emphasizes that career does NOT mean the same thing as the old occupational choice theory, and is NOT a separate subject matter. Career describes the individual's total life experiences, and *developmental* career education orients all training toward enabling an individual to be skillful with his life.

Career Components

Self is the first Career Component and also is the unifying element for the other Career Components. The self must be studied in an organized way to help the individual increase his knowledge of himself, develop a positive self-image, and develop decision-making skills. *Work* provides the framework for seeing oneself in an activity that is satisfying to oneself and productive in fulfilling a need within our society. *Leisure* is freedom from required effort with the time used in a self-fulfilling manner. *Resourses* are all those things outside the self which influence the individual's career development.

Flexibility is intended; a *guide* for career development is the goal of this document. The implementation will be provided by creative individuals within the formal and informal educational settings. Thus, the Model is adaptable to any given educational structure. Also, the Model is able to reflect the current status of each individual learner (what he has already learned or experienced, what phase he goes into or terminates), and to indicate the next move he should make.

Kansans have a proud heritage of ancestors who were among the foremost thinkers and doers of their era. A concern for individual worth and independence permeates the culture and is an integral part of this Kansas Model for *Developmental* Career Education.

Process Phases

The Process Phases that describe the continuous process leading from entry level skills to application can be provided within the educational setting. The reason for including Process Phases is to provide the learner with a method of making decisions to enhance individual responsibility. The purpose is to instill and nurture the individual's feelings of control over his destiny. Osipow (1969) stated that "people experience a great deal of anxiety in connection with their choice of career in America" because our culture has traditionally forced choice too early and too narrowly (choosing a "track" in the ninth grade that locks one in, for example). In this Kansas Model, specifying choice is not important. Becoming familiar with skills relating to decision making for self, work, leisure, and resources throughout life is important.

Planfulness and orientation to the future are associated with increasing maturity. The development may be irregular as with any developmental growth (Super, 1969). But, knowing how to shape one's course rather than being maneuvered or being passive should help reduce frustrations and dissatisfaction in one's career and produce mature assessment at choice-points.

Basically, the Kansas Model for *Developmental* Career Education is to be used as the starting point for the continual development of "total" programs of career education for the individual. The phases are sequential, although there will be some overlap in their continuity. The Process Phases provide the structure for determining objectives and concepts. The latter (objectives and concepts), in turn, are basic to content and activities. Only the content and activities would be age-related.

The Phases are presented as though they are discrete elements for ease of discussion. An individual can reprocess or recycle at any time in his career (Gysbers & Moore, 1971) or at any place in the sequence, as shown by use of the words "evaluating, continuing" at each phase below. The phases as defined by the interdisciplinary Ad Hoc committee are:

Awareness: Perception of the world of work and of the workers, of self, of leisure time, of resources; evaluating and continuing.

Orientation: Internalization of knowledge, analysis, and consideration of general directions and goals, wanting action; evaluating and continuing.

Exploration: Engaging in active seeking of options, trying on decisions for fit; evaluating and continuing.

Selective Formulation: Narrowing, valuing, and "owning" a general direction, relating to occupational clusters, conceptualization; evaluating and continuing.

Action: Training of skills, trying out adequacy, follow-through, validate, feedback; evaluating and continuing.

Summary

The Kansas Model in the Guide for *Developmental* Career Education is unique in that the conceptualized Career Components and Process Phases can be applied to any age individual. The Model is built to serve as a guide to development of life skills before, during, and after formal education years and can also be used to evaluate outcomes, as the subsequent sections will demonstrate.

In conclusion, the twenty-element Kansas Model is based upon the four Career Components of self, work, leisure, and resources with identical Process Phases in each Component designated as awareness, orientation, exploration, selective formulation, and action.

Part II

CAREER COMPONENTS AND PROCESS PHASES

SELF

We live in a rapidly changing society. It may well be that the only valid information that can be transmitted to individuals concerning their future is that it will be different from the life they are currently experiencing; therefore, it is imperative that each individual have a broad, firm base of knowledge about himself and his environment upon which to make realistic, individually meaningful educational and career decisions.

Definition of Self

Self-knowledge evolves from a process in which an individual internalizes personal perceptions of his own characteristics and how others perceive him in the surrounding environment. This includes how he thinks about himself, his attitudes, feelings, perceptions, and an evaluation of himself. Self is then the individual's own frame of reference. It is from this frame of reference that he meets the world and judges accordingly how others may view him.

Knowledge of self is related to many factors, many of which may be external in nature such as the individual's social, economic, or race factors. These he may not be able to control or modify to a great degree at the present, but the internal factors can be evaluated and changed.

Attitudes are a vital internal factor. An individual's attitudes constitute the framework of his self-concept, which in turn is instrumental in his career. One of the most important aspects of the total program is to help the individual develop a positive self-concept or self-image. How a person feels about himself, or his self-image, is vital to what he will achieve. A survey of Kansas educators indicated that the need to improve self-image is the most critical need in Kansas education today. (Laughlin, 1970). The person with an inadequate self-image tends to succumb to inner uneasiness, lack of confidence, defensiveness, distrust, and fear of authority. Self-concept has a very deep, very profound effect on the way one lives. An individual's basic self-image shapes his attitude toward all his experiences and toward all those with whom he comes into contact.

Dependent upon his attitude, the individual may develop his potentialities, deepen his interests, and increase his motivation to learn; or he may limit himself by a low self-image and never be able to achieve beyond his minimal capabilities.

Goals for Self Development

The goals of this self-development aspect are fourfold:

1. To help the individual increase his knowledge, acceptance, and affirmation of himself.
2. To help the individual develop a positive self-image which adequately prepares him to meet constant change.
3. To help the individual develop those skills necessary to function effectively as a producer and consumer.
4. To teach the individual how to make decisions and to solve problems in living.

Process Phases:

As the individual begins the development of those characteristics important to his choices in his career, it is important to note that he will pass through various phases regardless of his age and, at any time, he may reprocess through these phases.

Occupational selection is a complex human process involving maturation on the part of the individual in terms of knowledge about self and environment, the integration and internalization of acquired knowledge, and finally some form of occupationally relevant behavior. For example, young children typically verbalize or act out "I wish I were" occupations which are based on current interest and/or familiarity with a person or job. Such behavior may be labeled fantasy, apparently bearing little relationship to reality. It is, however, a forthright and honest expression of interest, even though it is vulnerable to instantaneous change. This period of random fantasy during the *awareness* process phase is the basis of future career exploration. From this process phase it is important to capitalize on the inherent eagerness and curiosity of youth by developing sequential career experiences designed to develop mature young adults.

Questions that the individual might consider during this process phase are:

1. Who am I?
2. Who is my family?
3. What does my family do?
4. Who are you?
5. Who are my neighbors?
6. What do my neighbors do?
7. What do I do?

The next process phase, known as ***orientation,*** is one of internalizing and conceptualizing the information received and making it an integral and important part of himself. He can begin evaluating his self-characteristics and his environment in terms of occupational clusters.

As the individual begins to internalize the information he has received, he needs contacts with a variety of occupational groups and levels with which he might identify. Without these contacts he cannot even visualize himself in an occupational role. With these contacts he can begin evaluating himself in relation to the occupational roles presented and have a basis from which to make comparisons between needed and present qualities.

Questions that he might be concerned with during the orientation process phase are:

1. What are characteristics of workers?
2. What workers do similar things?
3. What do I like to do?
4. How am I like a responsible worker?

The *exploratory process phase* is one of the most vital for the individual. Here he begins to examine many occupational areas to a much greater degree in order to become acquainted with occupational alternatives in light of his self-knowledge. Exploration allows individuals to consciously penetrate the context of either simulated or directed work environment activities and to examine that experience in terms of clarifying or modifying the career self-concept. Students need an opportunity to test themselves out through "hands-on-experiences" in simulated or direct work settings if they are to know themselves in work terms. For hands-on-experiences to be exploratory they must be followed by structured experiences to aid the individual in interpreting the meaning the experience has for him. He should ask himself the question after each experience, "How did I feel about myself when I was involved in that work role?"

Because of the exploratory nature of these experiences, there should be a noticeable widening of interests and development of abilities among individuals. The individual should further come to know himself in order to capitalize on his strengths and accept his weaker areas. Most importantly, he should begin to accept himself for what he is—an individual—and begin to evaluate himself realistically; he should begin to understand how he is unique.

Questions that might concern an individual during the exploration process phase are:

1. How am I unique?
2. Do I like me?
3. How well do I face responsibility?
4. Is that work role for me and why?
5. What employability traits are important?
6. Why would I hire me?

During the *selective formulation process phase* the aspect of narrowing choices is vital as the individual begins to formulate plans to enter the working world. His occupational cluster preferences will be made in light of his frame of reference. This will, of necessity, include how he comprehends his abilities, recognizes his interests, understands his attitudes and expresses his values.

The individual should make a comparison between his current behavior and habits and the personal attributes necessary to obtain and maintain a job. He should be exercising a greater control over his own life through planning which is a direct result of his assessment of himself.

As his life style is developing, he should understand its effect on his choice of work. He should realize that personal and social needs can be met through his choice of work.

Questions that he might consider during this process phase are:

1. How well do I know myself?
2. What are my strongest traits?
3. Is my occupational planning consistent with my life style?

The final process phase is *action*. Here he formulates decisions based on his self-knowledge which is consistent with his measured ability, past achievements, expressed and measured interests, measured physical abilities and limitations, and expressed values.

During this time, the individual will validate his occupational preferences. He will continuously appraise short-and long-range career goals in terms of both self and environmental factors. He must adjust his efforts according to revisions in his career plans.

Basic questions that the individual should attempt to answer during the action process phase are:

1. Is my life style satisfying?
2. In what ways are my present behaviors compatible with my career goals?

The goal of all education is for the individual to become a satisfied and productive member of society. The development of the total self as it relates to his progress through life is the specific goal of career education.

Process Phase Objectives

Awareness

The individual should:

1. become conscious of his own abilities and those of others.
2. recognize the commonalities and differences between himself and others.
3. begin to assume some responsibility for his actions.
4. begin to recognize standards of behaviors.
5. begin to realize that decisions can be made and problems can be solved.
6. become conscious that one is both a consumer and a producer.

Orientation

The individual should:

1. begin evaluation of his self-characteristics in terms of occupational clusters.
2. begin to identify the strengths of his aptitudes and abilities.
3. relate school-related skills to occupational clusters and compare with his own abilities.
4. assume responsibility for his actions.
5. realize how conforming to rules and accepting responsibility relates to workers' success.
6. recognize those values and attributes needed for the world of work.
7. begin identifying elements of decision making.
8. begin to distinguish alternatives available as a consumer.

Exploration

The individual should:

1. recognize the uniqueness of each individual including himself.
2. recognize and identify some of the individual and environmental factors which influence career development.
3. explore many occupational possibilities in light of his self-knowledge.
4. recognize the importance of organizing his time and energy.
5. begin learning the skills involved in the decision-making process.
6. modify or clarify his self-concept in light of hands-on-experiences.
7. examine market alternatives as related to various value systems.

Selective Formulation

The individual should:

1. identify personal strengths in order to formulate an occupational preference.
2. be able to identify his self-characteristics and describe why his choice is appropriate for him.
3. accept the influences of many factors on career development (peers, family, etc.).
4. understand the relationships between regular school attendance, good work habits, acceptable behavior, initiative, perseverance, positive attitudes, and career planning.

5. assess his qualities in light of employability factors.
6. accept his own uniqueness as well as that of others.
7. recognize that his life style may affect his choice of work.
8. recognize that personal and social needs may be met through work.
9. develop decision-making skills through practice.
10. establish priorities on goods and services based on one's values and goals.

Action

The individual should:

1. pursue occupational decisions based on his self-knowledge.
2. evaluate his decisions through testing in the environment.
3. attempt to bring together discrepancies between his real and perceived self.
4. use his decision-making skills and value structure to meet demands of environment.
5. continuously appraise short-and-long-range career goals.
6. demonstrate increasing skill in consumer behavior.

WORK

The President's Commission on School Finance states that a serious inadequancy of educational planning at national and state levels is the failure of schools to relate curriculum and counseling to long-range employment opportunities. The Commission reports that in 1970-71, there were 2,450,000 students who left the formal educational system and entered the work force ill-prepared to offer any productive skills to prospective employers. The Commission sees career education as a means of correcting the aforementioned situation and concludes by recommending that career education be given priority and status, and that federal, state, and local governments and their education agencies take vigorous policy and financial steps in this direction.

Definition of Work

Work, the second career component in the Kansas Model, provides the framework for seeking oneself in an activity that is satisfying to the individual and productive in fulfilling a need within our society. Work relates to the other career components of the Kansas Model in many ways; e.g., one's occupational choice is dependent upon a knowledge and understanding of self; resources provide the realities that must be considered in making a choice; and that which is work for one person may be a leisure activity for another.

Process Phases

The individual will progress through various process phases in the development of his knowledge and attitudes about work and in the attainment of skills in the world of work.

During the *awareness process phase,* the individual will become aware of the world of work and of workers. It should be noted that for the purposes of this guide the process phases would be the same regardless of the maturity level of the individual; however, content and activities might differ. Several basic questions that the individual should attempt to answer during the awareness process phase are:

1. What is work?
2. Who works?
3. Why do we work?
4. What is my work?

During the *orientation process phase,* the individual should begin to have enough information about self, work, leisure, and resources to begin analyzing and considering general directions that he might take in considering an occupation. Questions that he might consider during this process are:

1. What are some of the options in the World of Work that are available?
2. What kinds of work would I consider?
3. What kinds of preparation might I need for these kinds of work?

GRAPHIC SUMMARY OF PROCESS PHASES FOR THE CAREER COMPONENTS

INDIVIDUAL CAREER COMPONENTS

PROCESS PHASES	SELF	WORK	LEISURE	RESOURCES
AWARENESS	The individual should: 1. become conscious of his own abilities and those of others. 2. recognize the commonalities and difference between himself and others. 3. begin to assume some responsibility for his actions. 4. begin to recognize standards of behaviors. 5. begin to realize that decisions can be made and problems can be solved. 6. become conscious that one is both a consumer and a producer.	The individual should: 1. identify occupations within the community; 2. develop identification with workers in various occupations; 3. develop positive attitudes toward the world of work; 4. develop an awareness of adults as working people through observation; 5. develop an awareness of self in relation to work; 6. learn to get along and work with peers; 7. complete tasks assigned.	The individual should: 1. be able to identify various types of activities as being leisure time activities. 2. be aware of the similarities and differences between work and leisure. 3. be aware that individuals can en oy the same or different types of activities. 4. begin to understand that different kinds of leisure activities require different types of preparation. 5. become aware that one's mental and physical health are affected by his leisure-time activities; and likewise, one's health will in part determine his choice of a leisure activity.	The individual should: 1. become aware that there are many external sources available. 2. realize that it is not a sign of weakness to seek assistance from any source that can be beneficial to him. 3. realize that it is up to him to seek appropriate sources of assistance. 4. become aware that resources provide the vehicle to put his career aspirations into perspective.
ORIENTATION	The individual should: 1. begin evaluation of his self characteristics in terms of occupational clusters. 2. begin to identify the strengths of his aptitudes and abilities. 3. relate school-related skills to occupational clusters and compare with his own abilities. 4. assume responsibility for his actions. 5. realize how conforming to rules and accepting of responsibility relates to workers' success. 6. recognize those values and attributes needed for the world of work. 7. begin identifying elements of decision making. 8. begin to distinguish alternatives available to oneself as a consumer.	The individual should: 1. recognize work activities he likes and performs best, that give him the greatest satisfaction; 2. identify occupations in which the performance of similar activities would be required; 3. explore interests that will allow for wider choice of occupations; 4. recognize that occupations and life styles are related; 5. identify factors that influence the work environment and describe the nature of the influence; 6. recognize that individuals are responsible for their career planning; 7. recognize that job characteristics and individuals must be flexible in a changing society; 8. recognize that there is a wide variety of occupations which may be classified in several ways.	The individual should: 1. continue to recognize more types of leisure-time activities. 2. be able to identify rewards for leisure activities. 3. begin to evaluate the importance of leisure-time enjoyment as it relates to his own life. 4. become more aware that values and attitues relate to choice of leisure activity. 5. begin to relate leisure activities to his own physical attributes, attitudes, likes, and dislikes, etc. 6. begin to examine hobbies in relation to personal avocations or money-making skills.	The individual should: 1. begin to identify various resources available to him. 2. begin to select and utilize resources appropriate to him situation. 3. develop positive attitudes utilizing resources.
EXPLORATION	The individual should: 1. recognize the uniqueness of each individual including himself. 2. recognize and identify some of the individual and environmental factors which influence career development. 3. explore many occupational possibilities in light of his self-knowledge. 4. recognize the importance of organizing his time and energy. 5. begin learning the skills involved in the decision-making process. 6. modify or clarify his self-concept in light of hands-on-experiences. 7. examine market alternatives as related to various value systems.	The individual should: 1. apply basic educational, manipulative and cognitive skills in performing simulated work activities of a creative, organizational, and operative nature; 2. describe and differentiate his self-characteristics as they are related to course selection and broad occupational areas; 3. explore occupational clusters through hands-on, simulation, and observation experiences; 4. realize that education and work are inter-related; 5. describe the major concepts underlying the economic and industrial systems by which goods and services are produced; 6. describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society; 7. recognize the personal and social significance that work has in the lives of individuals at varying levels within the	The individual should: 1. actually become involved in many leisure activities that will develop mental and physical dexterity. 2. explore the relationship betweer the use of leisure time and individual needs. 3. explore personal values as they relate to leisure activity and continue to relate hobbies, games, activities to self-knowledge. 4. explore the management factors inherent in decision-making regarding the use of leisure time.	The individual should: 1. try out, analyze, and evaluate resources in light of his career aspirations.

EXPLORATION	tal factors which influence career development. 3. explore many occupational possibilities in light of his self-knowledge. 4. recognize the importance of organizing his time and energy. 5. begin learning the skills involved in the decision-making process. 6. modify or clarify his self-concept in light of hands-on-experiences. 7. examine market alternatives as related to various value systems.	through hands-on, simulation, and observation experiences; 4. realize that education and work are inter-related; 5. describe the major concepts underlying the economic and industrial systems by which goods and services are produced; 6. describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society; 7. recognize the personal and social significance that work has in the lives of individuals at varying levels within the occuaptional structure.	2. explore the relationship between the use of leisure time and individual needs. 3. explore personal values as they relate to leisure activity and continue to relate hobbies, games, activities to self-knowledge. 4. explore the management factors inherent in decision-making regarding the use of leisure time.	1. try out, analyze, and evaluate resources in light of his career aspirations.
SELECTIVE FORMULATION	The individual should: 1. identify personal strengths in order to formulate an occupational preference. 2. be able to identify his self-characteristics and describe why his choice is appropriate for him. 3. accept the influences of many factors on career development (peers, family, etc.). 4. understand the relationships between regular school attendance, good work habits, acceptable behavior, initiative, perseverance, positive attitudes, and career planning. 5. assess his qualities in light of employability factors. 6. accept his own uniqueness as well as that of others. 7. recognize that his life style may affect his choice of work. 8. recognize that personal and social needs may be met through work. 9. develop decision-making skills through practice. 10. establish priorities on goods and services based on one's values and goals.	The individual should: 1. apply decision-making process in considering several possible career goals; 2. relate educational planning to a career goal; 3. develop skills in performing selected functions in a broad occupational area; 4. recognize that one's environment and individual potential interact to influence career development; 5. differentiate among the major occupations that make up a broad occupational area in terms of the amount and type education needed for entrance; the content, tools, setting, products or services of the occupations; their value to society; their ability to provide him with the life style he desires; the extent they can satisfy his interests and values; and the ways they do and do not seem appropriate for him; 6. describe his self-characteristics in greater detail and describe why a certain tentative occupational and educational choice is more appropriate for him; 7. develop more specific plans for implementing his occupational preferences; 8. become involved in a meaningful and purposeful manner with work and work related activities in a broad occupational area.	The individual should 1. realize that people use leisure in different ways and receive different rewards; and that what some individuals consider to be work, others will consider to be leisure. 2. understand that sex, race, creed, and socio-economic background affect leisure-time choices. 3. realize that hobbies and skills may change throughout one's lifetime, and that the individual must be adaptable to new situations and conditions. 4. realize that leisure time can be used as a means of fulfilling personal needs that are not satisfied through work experiences. 5. realize that in order to make effective career decisions, one must apply his own attitudes and values concerning use of leisure time. 6. continue to evaluate himself in relation to personal goals regarding use of leisure time.	The individual should: 1. select those resources appropriate to his career selections. 2. use resources to put into perspective his experiences and situations at each choice point.
ACTION	The individual should: 1. pursue occupational decisions based on his self-knowledge. 2. evaluate his decisions through testing in the environment. 3. attempt to bring together discrepancies between his real and perceived self. 4. use his decision-making skills and value structure to meet demands of environment. 5. continuously appraise short- and lone-range career goals. 6. demonstrate increasing skill in consumer behavior.	The individual should 1. tentatively select a curriculum to acquire an entry level job skill; 2. execute plans by taking appropriate course work and/or involve himself with work and work related activities in his chosen field; 3. if displaced by either his own initiative or other factors, will reprocess to obtain information on options available and appraise them in terms of self and environmental factors; will decide on and implement action that seems most appropriate for his career.	The individual should: 1. realize that there is a relationship between a commitment to education and work and the availability and utilization of leisure time. 2. assess the role that an appealing leisure-time activity will have in determining future training and subsequent earning potential. 3. recognize that satisfaction in a chosen career is related in part to effective involvement in leisure-time activities. 4. accept responsibility for personal leisure-time planning and management. 5. develop physical consumer and interpersonal skills pertaining to leisure time. 6. identify satisfying leisure-time alternatives that could use individual talents.	The individual should: 1. utilize those resources most appropriate to the career. 2. retain the option to reprocess or recycle if he discerns the need to maintain, upgrade, or change his career.

During the *exploration process phase,* the individual should be given the opportunity to explore many occupational clusters through "hands on" experiences, simulation, and observation. Questions that might concern an individual during the exploration process phase are:

1. Which types of work have appeal for me, and why?
2. What preparation do I need for those areas that I am most interested in?

During the *selective formulation process phase,* the individual will begin to narrow down his options in choosing a general direction. He will know himself and the avenues open to him well enough to make a decision as to which occupational cluster or clusters he wishes to explore in greater depth. Questions that he might be concerned with during this process phase are:

1. What kind of work do I think I would like to do best?
2. What specific preparation do I need?

The *action process phase,* is the culmination of the preceding processes in which the individual has made decisions. He has received, or plans to obtain, the necessary education and training to qualify for the specific type of occupation he wants. The ultimate measure of success then comes about when he is employed in his chosen field and feels that he has made the right occupational choice. Until such time, he could be expected to recycle through the various process phases.

Process Phase Objectives

Awareness

The individual should:

1. identify occupations within the community;
2. develop identification with workers in various occupations;
3. develop positive attitudes toward the world of work;
4. develop an awareness of adults as working people through observation;
5. develop an awareness of self in relation to work;
6. learn to get along and work with peers;
7. complete tasks assigned.

Orientation

The individual should:

1. recognize work activities he likes and performs best, that give him the greatest satisfaction;
2. identify occupations in which the performance of similar activities would be required;
3. explore interests that will allow for wider choice of occupations;
4. recognize that occupations and life styles are related;
5. identify factors that influence the work environment and describe the nature of the influence;
6. recognize that individuals are responsible for their career planning;
7. recognize that job characteristics and individuals must be flexible in a changing society;
8. recognize that there is a wide variety of occupations which may be classified in several ways.

Exploration

The individual should:

1. apply basic educational, manipulative and cognitive skills in performing simulated work activities of a creative, organizational, and operative nature;
2. describe and differentiate his self-characteristics as they are related to course selection and broad occupational areas;
3. explore occupational clusters through hands-on, simulation, and observation experiences;
4. realize that education and work are inter-related;
5. describe the major concepts underlying the economic and industrial systems by which goods and services are produced;
6. describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society;
7. recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure.

Selective Formulation

The individual should:

1. apply the decision-making process in considering several possible career goals;
2. relate educational planning to a career goal;
3. develop skills in performing selected functions in a broad occupational area;
4. recognize that one's environment and individual potential interact to influence career development;
5. differentiate among the major occupations that make up a broad occupational area in terms of the amount and type education needed for entrance; the content, tools, setting, products or services of the occupations; their value to (place within) society; their ability to provide him with the life style he desires; the extent they can satisfy his interests and values and the ways they do and do not seem appropriate for him;
6. describe his self-characteristics in greater detail and describe why a certain tentative occupational and educational choice is more appropriate for him;
7. develop more specific plans for implementing his occupational preferences;
8. become involved in a meaningful and purposeful manner with work and work related activities in a broad occupational area.

Action

The individual should:

1. tentatively select a curriculum to acquire an entry level job skill;
2. execute plans by taking appropriate course work and/or involve himself with work and work related activities in his chosen field;
3. if displaced by either his own initiative or other factors, will reprocess to obtain information on options available and appraise them in terms of self and environmental factors; will decide on and implement action that seems most appropriate for his career.

LEISURE

Americans have long lived with the Puritan work ethic; but the fact remains that as technology advances it takes fewer and fewer people to produce the goods necessary to support our economy. In the history of this country, it often took a working man 12 - 16 hours a day to provide the basic necessities of life–food, clothing, and shelter–for his family. Today, with only a little over 15 percent of income needed for food, five to seven percent for clothing, and 20 percent for shelter, a working man can provide these same necessities in two to four hours a day. Obviously, the average worker in an eight-hour work day can provide for his own family plus produce goods or services for many others as well.

Business has adjusted to this situation in varying ways. One wide-spread practice has been to lower the effective retirement age to age 55. In other instances, companies initiate shorter work days or fewer working days per week. And, the younger and unskilled workers in a technocratic society have traditionally had a problem finding suitable work. All of these situations leave Americans, especially the young and elderly, with less structured time and, therefore, more time available for "leisure" activities. The effective use of such time requries a great deal of management–both time and energy management as well as financial.

Definition of Leisure

Most individuals divide their days into two inherently different time spans–work time and leisure time. Leisure has to do with letting life serve the individual. Leisure is freedom from required effort with the time used in a self-fulfilling manner; it can be a free, uncalculating, enriching state of being. Its virtues lie in unfocusing, broadening, and widening one's career consciousness. "Doing your own thing" can be an appropriate condition for leisure as it implies a self-actualizing process of becoming whatever you are capable of being.

Work and Leisure Are Related

There is, and should be, a natural over-lap between work and leisure (See figure 2); and what may well be work for one is leisure for another. Many individuals work in sedentary jobs and in situations where little actual progress can be perceived on a daily, weekly, or even yearly basis. Individuals, therefore, for mental and emotional refreshment, need to participate in activities where progress can be readily observed. This is typified by the fact that more and more people are turning to strenuous physical activity and the making or refinishing of hand-crafted items as a means of recreation.

Not only is there an overlap between work and leisure, there is a distinct relationship between lifestyle and leisure activities.

Work, and its resultant socio-economic status, affects the amount of time an individual has available for leisure as well as the kind of leisure activity one is likely to pursue. Although money may buy more free time, it cannot buy imagination, creativity, or self-satisfaction. The American unprepared for a life of leisure is easily exploited. There is an urgent need for people to learn how to financially manage this "extra" time. In 1971, Americans spent more than $100 billion on leisure products and services as varied as camera equipment, outboard motors, newspapers, movies, and hotel accomodations; leisure-time expenditures will become an increasingly larger part of the gross national product.

Well-managed leisure time can rest the body and refresh the mind. It can also help the individual gain additional skills, earn extra money, or express creative hobbies.

Whether one gains personal satisfaction and self-fulfillment from leisure time is for each individual to decide. A *Developmental* Career Education program, however, should not overlook the positive learning experiences regarding use of leisure–experiences that typically relate to one-half of our waking hours–that could be incorporated into educational situations.

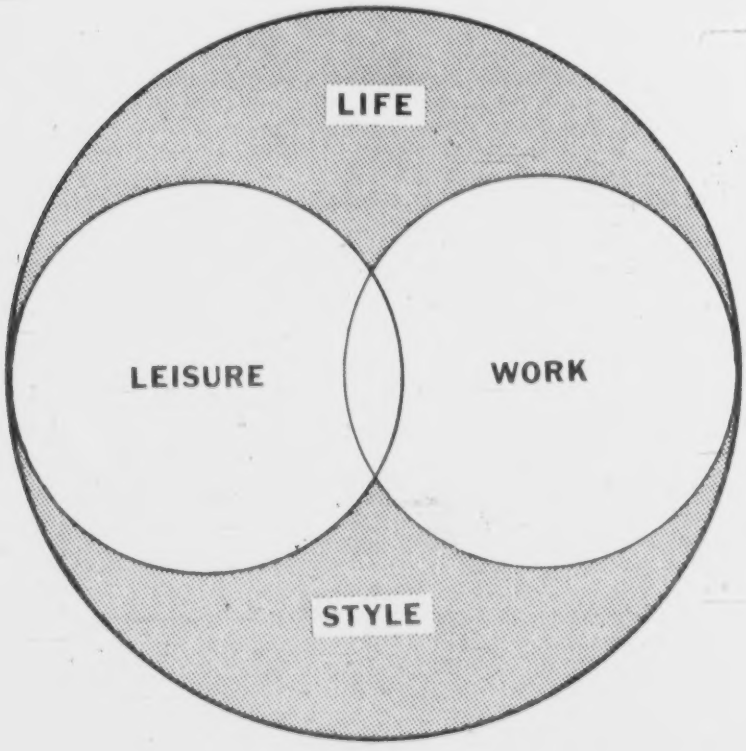


Figure 2.

Process Phase Objectives

Awareness

The individual should:

1. be able to identify various types of activities as being leisure-time activities.
2. become aware of the similarities and differences between work and leisure.
3. become aware that individuals can enjoy the same or different types of activities.
4. begin to understand that different kinds of leisure activities require different types of preparation.
5. become aware that one's mental and physical health are affected by his leisure-time activities; and likewise, one's health will in part determine his choice of a leisure activity.

Orientation

The individual should:

1. continue to recognize more types of leisure-time activities.
2. be able to identify rewards for leisure activities.
3. begin to evaluate the importance of leisure-time enjoyment as it relates to his own life.
4. become more aware that values and attitudes relate to choice of leisure activity.
5. begin to relate leisure activities to his own physical attributes, attitudes, likes, and dislikes, etc.
6. begin to examine hobbies in relation to personal avocations or money-making skills.

Exploratory

The individual should:

1. actually become involved in many leisure activities that will develop mental and physical dexterity.
2. explore the relationship between the use of leisure time and individual needs.
3. explore personal values as they relate to leisure activity and continue to relate hobbies, games, activities to self-knowledge.
4. explore the management factors inherent in decision-making regarding the use of leisure time.

Selective Formulation

The individual should:

1. realize that people use leisure in different ways and receive different rewards; that what some individuals consider to be work, others will consider to be leisure.
2. understand that sex, race, creed, and socio-economic background affect leisure-time choices.
3. realize that hobbies and skills may change throughout one's lifetime, and that the individual must be adaptable to new situations and conditions.
4. realize that leisure time can be used as a means of fulfilling personal needs that are not satisfied through work experiences.
5. realize that in order to make effective career decisions, one must apply his own attitudes and values concerning use of leisure time.
6. continue to evaluate himself in relation to personal goals regarding use of leisure time.

Action

The individual should:

1. realize that there is a relationship between a commitment to education and work and the availability and utilization of leisure time.
2. assess the role that an appealing leisure-time activity will have in determining future training and subsequent earning potential.
3. recognize that satisfaction in a chosen career is related in part to effective involvement in leisure-time activities.

4. accept responsiblity for personal leisure-time planning and management.
5. develop physical, consumer and interpersonal skills pertaining to leisure time.
6. identify satisfying leisure-time alternatives that could use individual talents.

RESOURCES

It is most critical and necessary that educational institutions provide the leadership and crystalizing influence in the Resources Component. The school is the one institution in American society most suited to this task. The organization, basic techniques, expertise, and public respect and confidence are already present and will facilitate achievement of *Developmental* Career Education goals.

Definition of Resources

Resources, the fourth Career Component, is all of those things outside the Self which influence the individual's career development. This concept becomes clearer when it is thought of as external resources in contrast to Self which can be thought of as internal resources.

An individual's resources are of his environment. The term, "Resources" is used to distinguish this concept from the generally accepted understanding of the term "environment." It is meant to connote the environmental situations to which the individual has access and can draw upon to achieve his career goals as he perceives them. Environmental experiences affect everyone's development.

Major ingredients of Resources include: time; geographic location; social, cultural, and economic circumstances; the individual's age; educational and training opportunities; information; the home situation and influence; societal expectations and values; other persons who can and/or do leave a lasting impression on the individual; institutions and organizations; and other prospective opportunities. Since *Developmental* Career Education is a life-long process, how Resources influence the individual or how the individual utilizes Resources to achieve his goals depends upon: (1) his awareness and understanding of Resources available to him; (2) his circumstances at any point in time; and (3) how he relates the other three Career Components to his situation and aspirations.

Resources as the Vehicle

Resources, therefore, is the Career Component which provides the means for the individual to put the other three Components into a meaningful relationship. This allows him to discern more clearly the options available to him and to have the knowledge that will facilitate the problem-solving and decision-making processes that he must accomplish to achieve his career goals.

Resources is the Component that helps answer the questions which are likely to be raised as the individual proceeds through the various phases of the other three components. Continuous self-direction is a vital ingredient to successful progress through the Phases. Resources provide the vehicle for self-direction. The Resources Component offers the school, with the community, the opportunity to provide that unifying tie among the other three Components to make education, in particular, and life, in general, more relevant and meaningful for each individual.

Process Phase Objectives

Awareness

The individual should:

1. become aware that there are many external sources available.
2. realize that it is not a sign of weakness to seek assistance from any source that can be beneficial to him.
3. realize that it is up to him to seek appropriate sources of assistance.
4. become aware that resources provide the vehicle to put his career aspirations into perspective.

Orientation

The individual should:

1. begin to identify various resources available to him.
2. begin to select and utilize resources appropriate to his situation.
3. develop positive attitudes utilizing resources.

Exploratory

The individual should:

1. try out, analyze, and evaluate resources in light of his career aspirations.

Selective Formulation

The individual should:

1. select those resources appropriate to his career selections.
2. use resources to put into perspective his experiences and situations at each choice point.

Action

The individual should:

1. utilize those resources most appropriate to the career.
2. retain the option to reprocess or recycle if he discerns the need to maintain, upgrade, or change his career.

Part III

ORGANIZING, IMPLEMENTING, AND MANAGING

DEVELOPMENTAL CAREER EDUCATION

The total value and benefits of *Developmental* Career Education will not be realized just by endorsing and agreeing with the concept. The development of procedures for setting *Developmental* Career Education in motion involves planning for proper management of personnel, resources, and activities relating to this education concept. *Developmental* Career Education at the operational level must include in its organizational and implementation phases the opportunities for total educational planning. Those persons at the policy-making level must be oriented to the *Developmental* Career Education concept and provide the leadership for the successful organizing, implementing, and managing of the program.

The following outline contains suggested steps necessary for organizing, implementing, and managing a sound *Developmental* Career Education program:

I. Develop community awareness toward the career education concept.
   - A. Organize an appropriate interaction group to act as an advisory council.
   - B. Examine present school philosophy to determine its appropriateness for *Developmental* Career Education.
   - C. Assign individual responsibilities for development and coordination of *Developmental* Career Education.
   - D. Accumulate data and information on needs for career education in order to establish appropriate educational objectives for the community to be served.

II. Assess changes necessary for incorporating career education into existing educational system.
   - A. Involve staff in operational activities.
     1. assignment of an individual to coordinate staff efforts in program development.
     2. intensive staff in-service.
   - B. Design framework for implementing career education
     1. goals
     2. objectives
     3. suggested activities
     4. evaluation procedures
   - C. Identify available resources (school and community)
     1. field trip sites
     2. resource speakers
     3. supportive agencies
     4. available job opportunities
     5. potential job training sites
   - D. Compile and disseminate materials to staff. (This should be an on-going process).
   - E. Provide for a district-wide communications system for sharing ideas, problems, etc.

III. Implement career education
   - A. Integrate *developmental* career education concepts into the existing curriculum.
   - B. Evaluate.
     1. identify desirable student outcomes to be measured.
     2. identify or develop suitable instruments for measuirng these outcomes.
     3. develop policies and procedures for total program evaluation. Opportunities for evaluation from community sources should be considered.

IV. Create a feedback system to use evaluation findings.

A. Adapt and improve the career education program according to current needs.

B. Provide for program maintenance and updating.

V. Summary

The task of trying, learning, re-doing and improving will not end until every individual can be given reasonable assurance of a successful career.

BIBLIOGRAPHY

Bottoms, Gene, *Career Development Education Kindergarten Through Post-Secondary and Adult Levels*, Division of Adult and Vocational Education, Georgia Department of Education. 1971.

Bottoms, James E., Gysbers, Norman C., and Pritchard, David H., "Career Guidance, Counseling, and Placement: National Concerns," Paper presented to AVA Convention in New Orleans, December 1970.

Career Guidance, California State Department of Education, Bureau of Pupil Personnel Services, Sacramento, California. 1971.

Forbes, Volume 107, pp 176 and 178. January 1, 1971

Gantt, Walter N., "Occupational Preparation in the Elementary School," *Educational Leadership*, 28:359-363, January, 1971.

Gysbers, Norman C., and Moore, Earl J., "A Model Description?" Paper sent to Kansas State Guidance Section, February 17, 1972.

Gysbers, Norman C., and Moore, Earl J., "Career Guidance: Past, Present, and Future," University of Missouri, Columbia, Missouri, 1971.

Herr, Edwin, "Themes for Career Development," Paper presented to AVA Convention, Portland, Oregon, December, 1971.

Hoppock, APGA Journal, 1967.

Laughlin, J. L., *Project SEEK*, Kansas State Department of Education, Topeka, 1970.

Murphy, James F., "The Counter-Culture of Leisure," *Parks and Recreation*, February, 1972, p. 34.

Osipow, S., "What do we Really know about career development?" Speech presented at the National Conference on Guidance, Counseling, and Placement in Career Development and Educational-Occupational Decision making, University of Missouri, Columbia, October 20-24, 1969.

President's Commission on School Finance. *Schools, People, & Money, The Need for Education Reform*. U. S. Government Printing Office, Washington, D. C., pp 63. 1972

Smith, Edward D., "Vocational Aspects of Elementary School Guidance Programs: Objectives and Activities," *Vocational Guidance Quarterly*, 18:273-9, June 1970.

Super, D., Vocational development theory: Persons, Positions, and processes. *The Counseling Psychologist, 1*, 2-15, 1969.

Tennyson, W. Wesley, "Career Development Curriculum," Paper presented at Short Term Institute for In-service Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas, Seattle, Washington, August 4, 1970.

Wisconsin Department of Public Instruction, *K-12 Guide for the Integration of Career Development Into the Local Curriculum*, Wisconsin Department of Public Instruction. 1971.

APPENDIX A

U. S. Office of Education — Occupational Clusters

Appendix B

GLOSSARY OF TERMS USED

Action – Training of skills, trying out adequacy, follow-through, validate, feedback.

Awareness – Perception of the world of work and of the workers, of self, of leisure time, of resources.

Career – The individual's total life experiences.

Career Components – (Self, work, leisure, and resources) The four interrelated areas in which the individual gains knowledge, understanding, and skills.

Career Development – Self development over the life span through education, work, and leisure.

Developmental Career Education – Orientating all education and training toward enabling an individual to be skillful with his life.

Element – A particular process phase in a particular career component (i.e., the *awareness* of the *self* career component.)

Exploration – Engaging in active seeking of options, trying on decisions for fit.

Kansas Model – A developmental theory built to serve as a guide to the development of life skills before, during, and after formal education years.

Leisure – Freedom from required effort with the time used in a self-fulfilling manner.

Occupation – The principle business of one's life.

Occupational Cluster – Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on.

Orientation – Internalization of knowledge, analysis, and consideration of general directions and goals, wanting action.

Process Phases – The developmental processes toward career satisfaction (awareness, orientation, exploration, selective formulation and action.)

Reprocess and recycle – The act of an individual in going to an appropriate process phase to change direction in his career plans.

Resource – All those things outside the self which influence the individual's career development.

Selective Formulation – Narrowing, valuing, and "owning" a general direction, relating to occupational clusters, conceptualization.

Self – The individual's own frame of reference.

Vocational Education – In its broadest sense, vocational education is that part of education which makes an individual more employable in one group of occupations than in another. . . . . Rupert Evans

Work (as component) – Framework for seeing one's self in an activity that is satisfying to one's self and productive in fulfilling a need within our society.

Work – The Labor, task, or duty that affords one his accustomed means of livelihood.